Paraprofessionals in Home Economics Programs for Low-Income Families

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Introduction

The Cooperative Extension Service experience with paraprofessionals began early in the 1960's. In 1963 and 1964, ES-USDA provided funds to the Rhode Island and Alabama Extension Services to conduct projects using trained paraprofessionals to teach low-income families. These projects resulted in the development and testing of methods and materials for working with low-income audiences, and tested the feasibility of using paraprofessionals (trained and supervised by county home economists) to work directly with families. The paraprofessional concept has brought new dimensions to our delivery system and has extended our resources.

The Expanded Food and Nutrition Education Program (EFNEP), initiated in 1968, is an integral part of the Cooperative Extension Service Home Economics and 4-H-Youth programs.
The purpose of this publication is to help professionals conduct educational programs employing paraprofessionals. It summarizes what we have experienced since November 1968 in employing, training, supervising and evaluating paraprofessionals in the EFNEP program. It was not developed specifically for EFNEP; its use in EFNEP should be within EFNEP policy guidelines.

This publication replaces PA-681, *Training Program Assistants to Work with Low-Income Families,* issued in 1965.

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Glossary of Terms Used

Paraprofessional: **Program Aide:** **Aide:**	The paid staff member who receives direction from professionals and is employed to assist or extend their efforts through direct contact with clientele in the conduct of educational programs. The position is usually restricted to individuals who have not completed or do not have a baccalaureate degree. Most often the individual is indigenous to the target audience.
Home Economist: **Trainer Agent:** **Supervising Agent:** **Supervisor:**	Titles used for the professional home economist responsible for training and supervising paraprofessionals and for developing the program.
Low-Income Audience: **Clientele:**	Marginal families existing on very little money and with very poor living conditions. Within this audience the main target is families with children. Families include those with one or both parents.
Homemaker:	The woman or mother in the low-income family whom the paraprofessional involves in the program.
Home Visit: **Working Visit:** **One-to-One Teaching:**	A session in the home of the low-income family when the paraprofessional demonstrates and teaches the homemaker a planned lesson related to the objectives of the program.
Small Group Meeting:	An informal meeting of two to five homemakers (most often held in a home) with a planned teaching objective.
Large Group Meeting:	A meeting with the low-income audience, consisting of five or more participants. It is most often held outside the home and with participants other than neighbors or community residents.

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Paraprofessionals in Home Economics Programs for Low-Income Families

PLANNING THE PROGRAM

Paraprofessional aides recruited from the target audience are vital to the success of educational programs for low-income people. They have experienced most of the problems that low-income families face, and have developed special skills in coping with and solving those problems.

Planning for the use of paraprofessionals should begin when you first explore the needs for your low-income program. Because they come from the local community, the characteristics of that community will define the kind of aides you need to employ.

Your first step is to learn as much as possible about the problems of the community's low-income audience. Gather all the statistics you can.

Analyze the Situation

Analysis of data such as the following can guide you in employing paraprofessional aides.

Data on the audience

How Many or What Percentage	Situation	Source of Data
________	Families receive welfare assistance	Welfare Dept.
________	Families receive "Aid to Families of Working Poor"	Welfare Dept.
________	Families have income below poverty level	Welfare Dept. (Poverty level varies by State)
________	Adults have less than 8th grade education	U.S. Census data
________	Children enrolled in kindergarten	School superintendent
________	School dropouts	School superintendent
________	Houses in dilapidated conditions	U.S. Census of Housing
________	Families receive food stamps	Welfare Dept.
________	Children receive school lunch or breakfast	School superintendent
________	Persons receive unemployment compensation	Local office of U.S. Employment Service
________	Unemployed	State Labor Dept.
________	Families live in low-rent public housing	Local public housing authority
________	Clients of Farmers Home Administration (FmHA)	FmHA office

Study characteristics of the community

You need to know how the community affects the target clientele. Are low-income families isolated or urbanized? Are communications media and transportation readily available? What is the potential for recruiting local volunteers to work with the program?

Know your resources

Understanding the resources available to you will keep your aims realistic, and may determine the scope of your goals. Your resources include:

BUDGET—Are your funds earmarked for a particular purpose? Are there specific categories for which they must be spent, such as personnel, travel, supplies? How large is your budget? Allow for inflationary costs.

TIME—Must objectives be accomplished in a specific time? If you employ paraprofessionals, will their working hours be flexible, or restricted to daytime hours? Is a normal work week 35 or 40 hours?

CAPABILITIES OF STAFF—Can present staff handle training and supervision of the program? Will additional resource persons be needed for some areas of training? Is such help available locally? At what cost? Do you feel comfortable with the prospect of initiating this new program? What inservice education will you need to increase your own professional skills in working with low-income families?

Understand Your Audience

Audiences with limited resources may be young families; seniors; or youth caught in the hard-to-break, low-income, low socioeconomic cycle. It is too easy to generalize about the characteristics of groups.

If you have not experienced working with your identified audience, you can take steps to learn about and understand their needs and how they might react to your program.

For example, you can—

- Talk to others who have had experience with that audience.
- Ask your local librarian to alert you to new books or articles on aspects of low-income audiences.
- Consult with resource people at the state university, such as family specialists, sociologists, and economists. Some universities have centers for intercultural studies, or programs concentrating on particular population groups.
- Volunteer in a community project that will put you in direct contact with members of the clientele group.

Determine Objectives

Clearly stated objectives will help keep your program on target, and will help you know when you have succeeded.

Sometimes it is easier to think of a measurable long-range goal first, and then identify a series of short-term objectives. In each objective—

- Identify your audience—defined quantitatively or descriptively.
- State desired changes in behavior and attitudes of the audience (increased knowledge, better practices, and use of information.

Involve Clientele and Community

Involving people from the community in planning your program at its initial stage and as it progresses, helps insure success.

It is not necessary to bring such planning groups into a formal organization, committee, or council. Ad hoc committees may be convened at different times, or you may organize a program development committee to function throughout the program. Both kinds of groups should receive orientation to the objectives of the program and on your expectations of their role as members.

A program development committee may function at different levels—community, area, county, state. Representatives of the low-income clientele should participate in such committees. Provide opportunities for them to speak their thoughts, to have their opinions respected and considered, and to feel they are

making a useful contribution.

Concentrate the meeting agenda on only a few items, and give copies to participants in advance, so that they can think about the topics and prepare to take part.

An agenda might consist of a few open-ended questions. For example: "If you were starting a program, how would you get the information to people who would benefit from it?"

See Appendix I, "Principles of Social Action" for an outline of methods of gaining community support.

Plan for Program Records

Every program requires accountability. Planning and designing appropriate and timely records will give you information about the progress and management of the program when you need it.

The section on "Evaluating the Program," can help you decide what kind of records you need to keep, how to analyze them, and the frequency and routing of your reporting.

Accountability is usually either "fiscal" or "program." Most federally-funded programs require both kinds. *Fiscal* accountability is concerned with using program funds for intended purposes. Staying within the budget is one consideration; adhering to categories of spending within that budget is another.

If you are responsible for fiscal accountability, setting up a good bookkeeping system and requesting budget status reports at regular intervals will help you keep track of your spending and adjust it as needed.

Program accountability is concerned with accomplishing the objectives of the program. Keep records as simple as possible. Provide time within each employee's period of paid employment to complete records. This emphasizes the importance of records as part of the job, and maintains a positive attitude on the part of the employee toward accurate recordkeeping.

Civil Rights and EEO Compliance Standards

It is important to build into your program definite plans for compliance with civil rights and EEO standards.

Cooperative Extension has a responsibility to conduct programs and provide information and educational services to all people without regard to race, color, or national origin. In employing people, we must in addition hire without discrimination as to religion, age, sex, or handicaps. Institutional policies and state laws may require still other factors, such as marital status, as nondiscriminatory standards.

Before you employ staff, learn about the policies you must comply with. Your equal employment opportunity coordinator or affirmative action officer can advise you about standards and procedures, and the records you must keep to assure compliance.

EMPLOYING PARAPROFESSIONALS

Job Descriptions

A description for each kind of job in the program is an important management tool. Job descriptions help the employee understand the nature and responsibility of the job, help the supervisor keep the program on target, and provide a vehicle for program accountability. A typical job description includes—

- Title of job
- Statement of nature and purpose of position
- Major duties and responsibilities
- Statement of relationships of the position to the supervisory structure
- Qualifications needed for position.

If the program is a continuing one, consider designing several levels of jobs, so that employees have promotion opportunities or a "career ladder". As an example, there may be three levels of program aides:

Aide Trainee—title during first year of employment, during which she or he is learning to assume full responsibilities of Aide Grade II.

Aide Grade II—Responsibilities may be to maintain a workload of at least 35 program families, to make 35 to 55 working visits with these families each month, to rotate two to three families into and out of the program each month, and to conduct group teaching sessions with adults.

Aide Grade I—Responsibilities may be to maintain a workload of at least 45 program families, to make 45 to 55 working visits with these families each month, to rotate three to four families into and out of the program each month, to conduct group teaching sessions with adults, and to provide guidance and support to volunteers responsible for youth groups.

Categories may depend on the number of aides to be employed in the program and the appropriateness or need for levels in the program.

Recruiting

If the state personnel office is handling staff employment for your program, you will need to know about "privacy act" and employee benefit programs. Find out whom you can refer questions to.

You may find that the employment application form used for other staff in your organization is not appropriate or does not give information you need. If you design a new one, have your equal employment opportunity coordinator review it.

Make sure questions are clearly stated, fit your need, and meet legal requirements. Use of photographs and questions about age and marital status are disallowed.

Appendix 2 is a sample employment application form used in one state EFNEP program.

You should make every effort to announce publicly all job vacancies. They should be advertised so that all audiences or ethnic groups will be reached. You might—

- Advertise in local newspapers
- Review existing applications
- Place announcement in state employment office
- Advertise over local radio stations
- Personally contact candidates
- Tell homemaker clubs and 4-H members
- Ask for referrals from community leaders.

Interviewing Applicants

The interview should help you screen applicants who have potential from those who appear destined to fail if hired, and to judge other abilities important to the aide's job.

Suggested Interview Outline:

1. Review with the aide the job responsibilities, expectations, and qualifications.
2. Be able to explain pay, hours, employment procedures, benefits, and training.
3. Plan in advance the questions to obtain information needed. Before the interview, contact the prospect's references and previous employer.
4. Understand interview techniques . . .

- Put the person at ease by asking a few questions about comfort, where to sit, other impersonal comments.
- Be friendly but businesslike. Refer to the written application if it puts you and the applicant at ease.
- Ask information-getting questions. Open-

ended questions are good and can begin with:

"Tell me about ....?"

"How do you ....?"

"How do you feel about ....?"

- Avoid the "third degree" or trick questions.
- Discuss specific information such as—
  - —Need for a car with insurance coverage
  - —The kind of work the applicant will be doing if hired
  - —Geographic location of work
  - —Physical requirements (amount of walking or standing or lifting involved)
  - —Time period to prove ability and work performance before permanent employment
  - —Other particulars about the job.
- As you close the interview, ask applicants whether they have any questions.
- Tell applicants approximately when they will hear from you on whether or not they are hired.

5. Summarize your impressions and information immediately after the interview.

Criteria for Selection

When you are selecting paraprofessional aides, consider whether candidates have such qualities as—

- Good health
- Trustworthiness and responsibility
- Willingness to learn and apply what is learned
- Ability to read and understand the materials that will be used
- Ability to accept directions and suggestions from the supervisor
- Interest in sharing learning with others.

Does the candidate seem able to keep records and make reports, to keep all family information confidential, to work with people who may have different standards?

Can this person communicate with people—talk *with* them, not *to* them—and listen to what they say? Does the applicant speak the language of the clientele?

Find out whether the candidate has access to a telephone.

Some of the above qualifications may be evident during interviews. Others will come to light during initial training. If applicants are unsuitable for the job, now is the time to find out, eliminating supervisory problems later.

Notifying Applicants

The applicant should receive a letter from you on the status of the application. Unsuccessful applicants should be advised why they did not get the job. Write a letter to all applicants.

SAMPLE LETTER
TO UNSUCCESSFUL APPLICANT

Dear :

Thank you for considering employment as an Extension Program Aide with County (or city).

We regret to inform you that we are unable to offer you this position. (Here you may want to indicate a more definite reason). If you desire more information, please contact me.

Thank you for your interest in Extension.

Sincerely,
Signed

SAMPLE LETTER
OFFERING APPLICANT THE JOB

Dear :

Congratulations! You are offered the position as Program Aide in County (or city). You will be placed on hourly wages from 1 to 6 months.

Please come by my office on (date) to complete the necessary employment papers. I would like you to start work on (date).

We are looking forward to having you with us.

Sincerely,
Signed

Employee Handbook

Employees should know their rights and responsibilities and the organization's policies. These may be communicated to them through letters or orally. Or you might print an employee handbook including the following information:

Introduction— a welcome to the job and brief

description of the program.

Organization—putting this program into the context of the agency or institution.

Employee's responsibility or job description—the nature of the job.

Equal Opportunity—a statement of policy.

Pay and benefits:

Pay—limit on hours, beginning and end of pay periods, keeping time records, when check will be received, deductions.

Salary increases—anniversary dates, merit increments, etc.

Attendance—method of reporting absences, expectation of regularity of work.

Overtime.

Reimbursement.

Expenses—what is allowable, keeping records, receipts, when and how to submit.

Personal finances—avoiding garnishment of wages.

Outside work.

Holidays—how many.

Vacations—regular, and what is allowed at time of resignation.

Sick leave.

Retirement plan.

Group life insurance.

Health insurance.

Workmen's compensation.

Unemployment compensation.

Educational benefits.

Other benefits.

Other Information:

Initial probationary period—how long, kind of evaluation, and performance expected.

Transfers.

Employment of relatives.

Solving problems—procedure.

Safety—create awareness of importance.

Resignations—procedure, forms required.

Leave—policies and procedures.

—Annual, sick, temporary, incapacitated, maternity.

—Administrative, jury duty.

Change of address or name—how to report change.

Training—requirement of attendance, when provided and by whom.

Reporting—requirement of job.

Promotion—levels of positions, evaluation and recommendations.

Performance evaluation—procedure and frequency.

Probation—causes and procedure.

Ideas are welcome— encourage aides to discuss ideas for improvement.

Conclusion—a brief summary statement should encourage the aide to ask the supervisor about employment policies and procedures.

TRAINING PARAPROFESSIONALS

Designing the Training Curriculum

The home economist must take the initiative in both planning and implementing the training curriculum for paraprofessional aides. It is vital to have a carefully designed *plan* for training before it begins.

The trainer-agent must know subject matter, how to train paraprofessionals, and how to use program outreach methods. In any educational process, the trainer must know the "why" (objectives); the "what" (content); the "how" (techniques, methods, skills). The trainer must know how to evaluate the program. Those being trained as aides should also understand these basic aspects of the program.

A curriculum plan for training paraprofessionals should cover—

- *Structure and procedures* of the agency
- *Objectives* of the program
- *Subject-matter* content
- *Techniques*, methods, and skills
- *Evaluation* of results.

• ***Structure and Procedures of the Agency.*** Paraprofessional aides need to understand the purposes of the organization employing them, how it operates, and how they fit into the county, state, and national picture. They need facts about their clientele, their supervision, and the relationship of their jobs to those of other employees. Discuss the agency's management procedures. Give aides opportunities to practice each procedure and to learn why each is important.

• ***Objectives.*** What are purposes of the program and the training? Training plans grow from program objectives. Based on objectives, you should plan, for example, whether the aide will be working with families in groups, on a one-to-one basis, or both. Will home visits be an important part of the work? Will the paraprofessional work alone or on a teaching team?

How much freedom or independence do you want the aide to have? What kinds of accountability will be needed? How much time do you have to get the aides ready to start work? What competencies do they already have?

• ***Subject-matter content.*** What subject matter do aides need to know to carry out program objectives? Are families to learn basic homemaking skills, how to manage money, be better parents, prepare more nutritious meals? What is the least training needed to effect desired change? How much time should paraprofessionals spend in developing "lessons"?

Think about what content is basic for aides to understand before they start to work with families, and what concepts you want them to transmit to the families. In line with program objectives, what are families expected to learn?

• ***Techniques, methods, skills.*** These must fit the clientele. How can aides best reach and teach their audiences? Low-income families are no more all alike than are middle-income families, but some techniques seem to be more successful in working with people who have experienced hardship, deprivation, or failure.

Warmth, rapport, and a caring, helping relationship will encourage learning. The section on "Teaching Low-income Families" outlines some of the special skills and methods needed to teach subject matter to low-income audiences.

• ***Evaluation.*** Have we accomplished what we set out to do? Evaluation helps you determine whether paraprofessionals are working effectively. Plan to build into each training lesson a guide to assess progress. How will aides and homemakers learn to recognize progress? Will paraprofessionals learn to recognize homemakers' improvement and understand how it fits into their progression through the program? How can paraprofessionals learn to evaluate the homemakers' comments and practices in terms of program objectives?

Teaching aides about these basic facets of the program (*structure*, *objectives*, *subject-matter techniques*, and *evaluation*) should be included in your planning for both initial and on-the-job training.

Implementing Training

Training programs for paraprofesisonal

aides consist of two phases: (1) *Initial training* before the aide begins work and during the early stages on the job, and (2) *On-the-job training* throughout the entire program.

Initial training

Initial training should prepare aides to begin working with families, giving them basic skills and some opportunities to practice those skills—a mix of classroom learning and home visits. This way, questions and concerns can be dealt with before they develop into problems. This mix will vary with the aides' abilities and previous experiences. Training should provide opportunities for group interaction so that aides learn from each other.

Aides need to understand program objectives. Discuss these, using case studies of situations that might arise "in the field."

Discuss the agency's management procedures during initial training and give aides opportunities to practice each procedure. They need to know the reason that each is important, to become committed to promptness and accuracy. Training for aides on recordkeeping, for instance, should cover records on program families, aide records (time sheets, mileage, etc.) and report writing.

Goals of initial training should aim at helping aides—

1. Understand the purposes of the program and boundaries within which they can work
2. Understand the purposes in terms of realistic measurable accomplishments
3. Understand how people learn and change
4. Provide learning experiences appropriate to clientele
5. Bring about changes in clientele attitudes, knowledge and skills
6. Understand and be able to communicate subject matter
7. Establish rapport with low-income families
8. Use principles of group participation
9. Reach and teach children in the audience
10. Know of agencies and community resources available to families, and referral procedures
11. Understand rules, standards, and ethics that should guide their performance
12. See when families are learning and making progress toward goals
13. Know when families have completed program objectives and are ready to move to other experiences
14. Keep records and use data to assess progress of families and determine teaching plans.

Reassure trainees to help dispel the aides' anxieties about the new job; plan the first session of their initial training to answer the kinds of questions asked by new employees.

Outline the training planned. Tell them what they will be doing in the next few weeks. It is important that new workers feel this is *their* training.

As part of the initial training, paraprofessionals should visit the Extension office if the training is conducted elsewhere. Give them a complete picture of the organization, their program, and how this program fits into the total organization.

Each session of the initial training should follow a logical sequence. A "time table" should show paraprofessionals how well and by what date you expect them to perform each function.

Put trainees at ease before presenting any subject matter. Learning is difficult if one is embarrassed or frightened. Encourge free discussion and exchange of ideas to reveal the present level of knowledge. This often provides information useful to the group. If participants are encouraged to restate problems and procedures in their own words, misunderstandings show up and can be clarified at once. Making "cause and effect" relationships meaningful helps increase retention of the material.

Teachers need to recognize that there is a plateau of learning when no apparent progress takes place. This indicates a need for a change of activity for a time. This might be assembling of demonstration or teaching kits on the subject matter. A paraprofessional will use these on home visits or in preparing other visual materials to be used with clientele.

The importance of repetition in learning is well known. Skills and knowledge once learned are soon lost unless they are reinforced. Having a trainee do several demonstrations will result in better learning and build greater self-confidence than doing only one.

During the training period, be generous with praise. If learning is slow, you need to be reassuring and patient.

The level of aspiration can be kept high if paraprofessionals are frequently shown the end goal. Sêeing themselves as important parts of a team, destined to do important things for people and society as a whole, can spur them on to new learning.

The setting is important in initial training. Consider the background of new employees in terms of formal education and previous experience. A friendly, informal setting may be more appropriate at first than a structured classroom situation. This is especially important if the new employees have been out of school for a long time.

Select a location accessible to the group. It should be easy to find, where transportation and parking problems are minimal. Familiar surroundings are helpful for those who have had limited experiences, but a variety of sites may be used during the training period. Some sessions may be planned in the Extension office or teaching center, in neighborhood facilities, churches, outreach centers, community centers, etc.

For sessions on subject matter or skills requiring special equipment and facilities, a classroom or workroom is best.

Experience in training paraprofessionals suggests that small classes are more effective than large ones, with 12 to 15 participants as a maximum. Each participant needs an opportunity to practice and participate in all the learning experiences and to get individual help as needed.

The time you allot for initial training will depend on:

- The knowledge and ability of the new employees, as well as their skills and experiences.
- The complexity of the program and time constraints.
- The objectives and content of the program, and whether it is to be conducted entirely in groups or will start on a one-to-one basis with clientele.

Too brief initial training may mean more intensive on-the-job training and a need for closer supervision later.

You may need more time to teach paraprofessionals than is usually needed for the professional worker. *Presenting* ideas and facts will not be enough. *Doing* will be essential. You should offer realistic situations in which principles can be pointed out. Training should give the learner time to try new ideas and skills.

Many home economists believe a long training period creates anxiety about the job and dulls enthusiasm. Initial training can include site visits and practice on the job. For example, the paraprofessionals might have orientation for the first week or 10 days and then make contacts or home visits. Follow with a session to appraise what they have observed and learned. They might then continue regular training in subject matter and methods, interspersed with work on the site.

Subject matter will be part of both initial and ongoing training. Employees who find their initial training a pleasant experience will usually be eager to learn the fundamentals of their job and begin working.

Review the present knowledge and skills of the new workers. As the professional supervisor, you will probably teach many sessions. Other employees of your agency may also have special knowledge and skills that can enrich the training. Representatives from other agencies might be asked to explain their functions to your new workers. You will need to adapt training sessions to fit specific group needs when these needs show up during training.

Keep in mind:

- Simplify—Do not try to cover too much material in one session.
- Have a flexible plan that allows for adjustments or additions.
- Use effective visuals to make the lesson more appealing.
- Involve paraprofessionals in the training in as many ways as possible. Having trainees show or teach each other is a good technique. Combining the "doing" of a skill with the "how-to-teach" and the principles of learning will reinforce all three.

Select methods suited to the subject you are presenting. You'll seldom use only one. Check your training plans for a variety of methods such as—

- Demonstrations
- Visual aids
- Slides and tapes
- Video tapes
- Role playing
- Field trips
- Workshops
- Case studies or problem discussion.

Use community resources. In some areas, community resources, other professionals, and agency representatives may assist in the training. Their input also shows paraprofessionals the kinds of help available in working toward common goals.

Examples of such use of community resources in training aides might include—

- The Extension agricultural agent teaching lessons on vegetable gardening
- A representative from a social service agency discussing the agency's services for low-income people
- A representative from the food stamp office explaining how people apply for food stamps and how eligibility is determined
- The 4-H youth agent discussing youth characteristics and some ways of working with young people
- A public health nurse presenting a health profile of the local people.

Evaluating initial training will answer such questions as: "Did the paraprofessionals assimilate the information presented? Did they acquire the skills needed to do the job?"

How can you judge?

—*Written tests* may be used if kept simple and directly related to the information given. A "before" and "after" questionnaire will reveal changes.

—*Oral tests* show whether the student learned, but they are time-consuming. A sharing of experiences can be directed toward what has been learned.

—*Observing paraprofessionals* at work. This probably gives the home economist the best information about the effectiveness of training. Accompany the paraprofessional on a home visit, observe a demonstration, listen while the paraprofessional teaches. These will suggest areas that need strengthening.

Evaluate trainees on how much they know about—

- Purpose of the program
- The people to be reached
- The community and its resources
- Skills related to the subject matter
- Using effective teaching.

On-the-job training

Training is never completed. Personal growth is one of the satisfactions derived from work. Continued learning contributes to such growth.

When the paraprofessionals start work after the initial training period, they should meet together frequently on a regular basis to discuss their reactions, specific problems, and approaches. Training for aides is usually scheduled once a week early in their employment, then less frequently after the first 6 months on the job. Perhaps once or twice a month will be enough. Have program aides assess their own training needs (See Appendix 3, "How I See Myself As a Teacher.")

You, as the supervising professional, will find it important to keep in touch with the aides' work performance and expressed needs as you set up and adjust working and training schedules.

Goals for *on-the-job training* should build on the competencies developed during initial training and early work experience. Training on the job will usually review weak spots, update and expand subject matter background and further develop teaching skills.

The supervisor will frequently want to give new information or teach new skills to aides. Periodically, changes in program emphasis or new personnel policies must be explained. Program efforts need evaluation.

Continuous training should include—

- Applied subject matter and approaches
- Teaching methods and techniques
- A review of aides' experiences to indicate further training needed
- Retraining aides to better perform responsibilities.

Counseling paraprofessionals is important to good supervision. You are counseling each time you talk with them; it is a two-way communication that gives help and support to the aide and provides feedback for you. It should indicate further training needed.

A helpful supervisor will practice consideration and fairness, courtesy and tact, appreciation, recognition and praise.

Counseling can help build cooperation, give encouragement, establish a means of evaluation, and exchange information on the aide's progress. Let aides know you are available to assist and consult, and tell them the procedure you want them to follow in contacting you. People with problems or frustrations often don't know how to ask for help. Be a good listener. Be and appear interested, then reinforce the listening with help and support. Be long on praise and short on criticism. If criticism is necessary, it should be constructive, pointing up possible solutions or alternatives.

It will benefit you as a supervisor to have regular conferences scheduled with each aide, at least once a month or more often as needs arise. These conferences should be something both the employee and supervisor look forward to, as a friendly avenue for communications about the program, their good work, and new ideas or methods. Expect a lot from each aide and display trust in each. Recognize desirable performance. Avoid possessiveness or favoritism. Remember, they will talk and compare among themselves.

Do not reward undesirable performance. Let aides know you know how they are performing. Be informed, read their reports, activity sheets or logs. Learn firsthand the conditions they face. Above all, be consistent. Help them find solutions for their problems and concerns. Do not counsel in subject areas you are not trained to handle. Seek help from a trained professional.

To improve conferences—

- Make notes and plans in anticipation of the next scheduled conference.
- Keep up to date on new conference techniques, to be prepared for more difficult conferences and as a means of heading off unpleasant situations.
- Record in writing the important areas discussed, suggestions given and the aide's expectations. It is good practice to put this information in each individual's file.

Successful conferences should result in a closer relationship between you and the aide, and strengthen group teamwork.

REACHING THE AUDIENCE

Where to Find Clientele

Working in low-income programs offers a challenge not inherent in many other Extension programs—the need to actively recruit the audience, often on a person-to-person basis. Traditional methods of advertising Extension programs, such as flyers, posters, radio and television announcements, have had little success in reaching low-income people.

A major task is locating the audience. Door-to-door recruitment by paraprofessionals has been the most successful method. The supervisor may also use some of the following ideas:

- Utilize the firsthand knowledge of the staff. Aides indigenous to the low-income community will already know many of the potential clientele. Other Extension Service staff members may be able to identify low-income areas and key individuals to contact.
- Enlist the help of other agencies and groups whose staff or members can identify areas and families who could benefit from your program. They must understand Extension's mission and know that Extension cannot carry out programs for another agency.
- An interagency referral system can be mutually beneficial. Social services, the food stamp program, employment office, the board of education, the health department, nonprofit service organizations, churches, and community groups are potential resources.
- Analyze local statistics. Census data and statistics collected by governmental agencies may help in locating your audience. Census data can categorize families by income, helping identify the number below the poverty level in your area.
- Look for physical clues. You can see indicators such as dilapidated housing, deteriorating neighborhoods, people using food stamps in local supermarkets.
- Be realistic about the size of the area assigned to each aide, as well as the size of potential audience living there. If aides teach in homes and must travel from house to house, consider the time and money required as you establish the boundaries of work areas.

How to Recruit Clientele

The training program for aides should include field experience and learning techniques for recruiting clientele. Recruiting is one of the aide's major tasks.

Encourage aides to recruit until they reach the number of families needed for their established workload. Approaches to recruiting include:

- ***Ongoing individual recruitment.*** In some programs, the audience is enrolled individually, with new participants added as "old" ones "graduate." This means continuing effort to recruit the audience, except during times when an optimum number of clients is being maintained and no "turnover" occurs. As aides begin to see a pattern in the turnover rate of participants, goals may be established to maintain a specified number of program families in the caseload.
- ***Ongoing group recruitment.*** Some programs may be geared to cycling an entire group through the program at specific intervals. This may work best when the individuals have similar learning abilities. This would require a periodic concentrated effort to enroll the audience during a specified time period.

Positive attitudes and self-confidence help overcome obstacles. "You can if you think you can" is good advice to aides with the job of recruiting low-income families.

Discuss with aides their successes as well as problems in recruiting. Weekly or monthly followthrough by the supervisor on each aide's recruitment goals helps the aide's morale and commitment.

You can help program aides use the right approach in the following ways:

- ***Nonverbal communication.*** The way the program aide approaches the client's home, dresses, stands, gestures, and uses facial expressions make an impression on the potential low-income participant. In training, role-play and discuss the implications of non-verbal communication in "contact" visits.

• *Verbal communications.* Aides must know what to say; they must understand the goals, content and function of the program in order to communicate it to others. They must be able to express the basic ideas simply, concisely and comprehensively.

Introducing the Program

Aides need to know what to say about the program to make a favorable impression on potential participants. A basic "sales pitch" can be changed slightly to fit each situation. A leaflet describing the program helps. Role-playing and analyzing a tape recording of the situation can help show aides their strengths and weaknesses in this area.

A common problem with the totally "play it by ear" approach is that the aide may explain some, but not all aspects of the program. The homemaker may get a distorted first impression that may lead to misunderstandings in the future. The aide can introduce the program properly through the following procedures:

- Introduce herself, her position, and the agency she represents. Show identification—name badge or identification card.
- Explain her purpose for being there.
- Tell about the benefits of the program.
- Tell the homemaker what is involved if she joins the program.

The aide should relate the educational aspects of the program to the family's needs. These needs will show up through observation and casual conversation. Questions and concerns of the potential participant should be answered on the first visit.

A mutually agreeable return date and time should be set before the aide leaves.

TEACHING LOW-INCOME FAMILIES

Understanding the Audience

Warmth, acceptance, respect, and sincerity are basic to a teacher-learner relationship. This applies when you are training paraprofessional aides. It applies equally as aides teach homemakers. You can help aides learn how to better understand their low-income audience.

Help aides appreciate the fact that different people have different values. It is important to consider the values of the people with whom one works. Their values may differ from those of the aide, just as the aide's values may differ from yours. Aides who anticipate and accept these differences can help build a cordial, trusting relationship with clientele families.

Aides need to understand their part in helping homemakers reach the different levels of development. Here you might use Maslow's "Hierarchy of Human Needs" as a training tool. (See appendix 4.)

The aide's helping relationship can bolster self-confidence and encourage program families to develop new skills. It can promote growth and independent functioning. But it does not mean continuing dependency between aides and clientele.

You can show aides that learning is likely to take place when the learner—

- Is motivated, thinking, feeling, doing, involved in the material of the lesson
- Feels a need for information or a new way of doing or reacting
- Sees how new information or behavior can be personally useful
- Gains satisfaction from the learning
- Develops standards against which to judge "new" behaviors
- Can continue to grow after the teacher is no longer present.

Identifying Needs and Interests of the Audience

Encourage paraprofessional aides to note family needs and plan their teaching accordingly. This is crucial to holding client interest. Aides must distinguish between needs the program can meet and those it cannot. Some problems should be referred to other agencies, and aides should be careful not to promise results that depend on the decisions of those other agencies.

Aides should develop skills in listening for clues in the questions, problems, attitudes, and values expressed by homemakers. Sometimes, what *is not* expressed is as important as what *is* said. What are families saying or not saying, and what might this mean?

The face-to-face approach is personal. It allows discussion of the homemaker's interests, concerns and needs. This human element establishes the rapport which helps learning. During training, discuss ways aides can engage homemakers in conversation. What topics might they discuss? What are some do's and don'ts?

The aide's skills of observation are important. Keeping accurate notes on home visits can be a help in analyzing family behavior and practices over time as indicators of skills gained. Are homemakers using the subject matter being presented?

During both initial and on-job training, aides should learn to listen, observe, and record what they hear or see. Their notes can be evaluated as a measure of listening and observation skills.

Teaching Techniques

Again, many of the teaching methods you used in training paraprofessional aides can be adapted to help the aide teach program families. For instance, you can point out to aides that learners enjoy and benefit from a variety of teaching techniques that actively involve the learner. Materials they use in teaching should attract and interest the learner, be easy to understand , and provide for feedback so that the teacher can tell whether learning is taking place.

You might present aides the following principles for teaching low-income audiences.

Use examples generously, and always ask yourself, "Does this fit the experience of the low-income homemaker?" A good teacher must be familiar with the learner's way of life, and

avoid references with meaning only for middle-income families.

Be explicit. Never assume that the homemaker has the same background and information you have. Start from the beginning. Explain all the details. Use many illustrations. Repeat often. Summarize several items. Have learners explain what they heard or understood. Go slowly and be patient.

Involve learners in doing. Include the homemaker in the activity as soon as possible. Talk that delays "doing" may kill interest.

Avoid creating frustrations in learners. A lack of resources can be frustrating to the learner unless the teacher is realistic and perceptive. Will the homemaker be expected to have supplies that she has no money to buy? Can the homemaker read well enough to follow written instructions?

Plan learning for children. In contacts with low-income families, paraprofessionals will interact frequently with children. If planned, opportunities to influence children become valuable. Reaching youth may best be done by teaching a parent how to teach a child. This may also increase the child's image and respect for the parent.

Plan for success. The aide should plan to start where the low-income homemaker can succeed. This audience especially needs to succeed at something, no matter how small.

One-To-One Teaching has proved to be one of the most effective methods of reaching low-income audiences. This clientele requires much individual attention and encouragement. Since learning is faster in familiar surroundings, this kind of teaching is usually done in the individual's home.

In one-to-one teaching, the learner is the focus of attention and the teaching can be related to her needs. This personalized approach helps build rapport and increase feedback that helps the aide assess both needs and progress.

One-to-one teaching techniques should provide for—

- *Less structure*. a more personal approach
- *Demonstrating* (telling, showing and doing) new skills to the homemaker using her available resources
- *Exchange* of questions and answers that may not surface in a group setting
- *Opportunities* for the homemaker to practice new skills as a part of each lesson.

The home visit setting should be as free from distractions as possible, with something for the children to do while mother is busy with the lesson. The teacher and homemaker need a place to sit where both can see the lesson materials and where the teacher can jot down notes. Good illustrations or other visual aids will spark the lesson and help hold the homemaker's interest.

You will be helping aides develop skills in making home visits. The best way to counsel them on their progress is to observe them individually while they make these visits.

These are some points to observe during the home visit:

1. Did the visit have a specific objective?
2. Was it planned with the homemaker's needs in mind?
3. Was the teaching related to the homemaker's needs and the objective?
4. What was the quality of teaching?
5. Was the material modified for the individual homemaker?
6. Was there evidence of past learning being put into practice?
7. What techniques were used, and were they effective?
8. What relationship exists between aide and homemaker?
9. How was the homemaker involved in the learning situation?
10. Was there opportunity for the homemaker to express what she had previously learned?
11. What was the stage of development as related to number of visits?
12. Were there plans made for the next visit and how were they made?
13. Did the aide give the homemaker an assignment or visit-related activity for the next visit?

Small Group Teaching is the next step, after participants gain skills, knowledge, and confidence from their involvement and experience in the one-to-one contact. Their readiness to move into small group learning experiences shows they are progressing.

The small group usually consists of two to five persons. An advantage of the small group over the one-to-one method is that the group brings learners into contact with others and

helps them develop social skills. They learn from each other as they share experiences. The cost per contact is less in group teaching.

Several teaching techniques work well with small groups:

- *Demonstration.* Homemakers see something being done or made and hear the explanation at the same time. People remember what they see better than what they only hear.
- *Discussion.* Homemakers and aide talk freely about ideas from a lesson. This shows whether homemakers understand the material.
- *Case Study.* A problem is presented to the group. It is a "real-life" situation in which the subject matter of the course is included.
- *Role Playing.* A life-like situation is described. Characters are described and class members act out these roles as they think the characters would.
- *Questions.* Questions can uncover gaps in understanding. Quick answers may not be the best. Answers slow in coming may result from real thinking by students.

1. Use a "thought" question: "Why is it necessary to can low-acid vegetables and all meat in the pressure canner?" (Can lead to discussion that teaches principles.)
2. Don't use a yes or no question: "Should your refrigerator be defrosted once a week?" (May lead to guessing, is open to individual interpretation.)
3. Don't use a choice question: "Which should be used—for economy as well as food value—dry whole milk or liquid homogenized milk?" (Leads to guessing.)
4. Don't use a negative question: "Does food cooled at room temperature instead of at refrigerator temperature cause food-borne illness? (May not be one right answer. May lead to argument. Be sure there is one right answer if you use this format.)

In training paraprofessionals, introduce teaching methods one at a time, giving them a chance to practice each. If you use a variety of teaching methods, and aides understand why, they will be ready to try those methods themselves when they teach homemakers.

Paraprofessionals need to know of several points about setting up a small group meeting:

- Meetings can be initiated very informally by saying, "Why don't we get together with Mrs. Jones to. . ."
- The home chosen can influence attendance.
- Sessions should be less than 1 hour.
- Involve homemakers.

Large Group Teaching involving more than five learners, is for more advanced homemakers.

Many low-income homemakers are not ready to be a part of a large group until they have successfully met the challenge of one-to-one and small group teaching, and found these experiences satisfying and nonthreatening.

The larger group meeting may be held outside the home, and with participants from outside the local neighborhood. Willingness to participate in the large group may be a sign that homemakers have progressed to a level in which they no longer need the individual attention provided in the one-to-one or small group setting.

Participation in the large group may indicate that the individual is ready to be phased into existing Extension programs.

Teaching in large groups has many advantages: (1) It is more efficient in reaching more people, and (2) people learn by exchanging ideas and information with one another. Introducing the homemaker to interactions with peers can be a personal growth experience for her.

A disadvantage of the larger group is that some homemakers may not have an opportunity to take an active part.

The first attendance at a group meeting is often done reluctantly. How clientele feel about the experience often determines their future participation.

Suggestions for large group meetings:

- Choose a place that is convenient and familiar to participants
- Schedule sessions lasting less than 1 hour, and have them presented by someone known by the group, to get the best results
- Involve learners by asking them questions, getting their comments, and having them help in "doing things."

Mass contacts can reach wide audiences, although to date, one-to-one teaching and small

groups have been the most successful methods for bringing about change for low-income families.

Radio, TV, and newspapers can sometimes be used by a professional to reach large numbers of clientele. Studies of Extension programs indicate that mass media bring awareness, but have not changed food behavior in audiences reached.

Mailings of newsletters and flyers to a low-income clientele must be designed to be attractive, concise and readable at the educational level of the audience. Pictures are a "must" to add interest and relieve the monotony of the printed page. Keep sentences short and vocabulary simple.

Flyers can be left at the library, or distributed to homes. But these usually get limited response from low-income people. A positive response is more likely if the aide discusses the flyer face-to-face with the homemaker.

Exhibits and demonstrations at public places such as fairs and shopping malls have limited outreach for low-income people. In most instances, they provide only awareness and limitations as a "one-shot" contact that does not involve the learner in the program.

SUPERVISION

The Supervisor's Role

Your organization's structure will determine your responsibility. Your job could include employing, training, day-to-day supervising, and even dismissal of paraprofessionals. It is important that your responsibility and authority are defined and are known by all involved.

Status within the organization influences supervision. Supervisors should feel secure and know that higher authority will support them. A local supervisor needs support from management so that needed adjustments, supplies and personnel will be provided within the budget and program guidelines.

Your goals as a supervisor are to reduce failures, eliminate problems, and increase productivity. To this end, select employees carefully, train them well, counsel them when necessary, and reprimand with restraint. Adjust the physical and external job situation when necessary and be willing to modify plans to fit new needs.

The successful supervisor will—

- Encourage employees' interest in their work
- Measure and rate their performance
- Improve their motivation
- Comment on and reward good work.

A supervisor who has taken care of these responsibilities may never be faced with the need to discipline. A satisfied worker is rarely a troublemaker.

Self-evaluation can help assess whether you have qualities important in supervision. Ask yourself these questions and think of examples that will support your responses:

Self-Evaluation Checklist

Characteristics	YES	NO
Approachable		
Open-minded		
Fair and impartial		
In control of my temper		
Faithful to promises		
Patient		
Consistent		
Appreciative		
Reasonable		
Loyal to aides		
Willing to admit errors		
Have a sense of humor		
Good-natured		

A supervisor who rates high on all the questions has earned the respect of paraprofessionals and others on the staff and has developed a team spirit. You might have paraprofessionals rate you on the preceeding checklist and compare results. Recognizing one's inadequacies is the first step to overcoming them.

Morale and Job Satisfaction

Employee morale is intangible, yet most important to accomplishing your program. Not all studies show a positive relationship between high morale and production, but they do consistently show a direct relationship between turnover and low morale. Recruitment, employment and training are expensive. Turnover interrupts while new paraprofessionals are employed and trained.

Characteristics of workers, as well as job factors must be considered in order to understand why paraprofessionals are satisfied or dissatisfied with their work.

Length of service is related to morale. Studies show that workers begin with high morale. During the first year it drops and remains low for several years. As length of service increases, morale tends to go up.

The amount of education may or may not affect the employee's job satisfaction. The sex of the worker does not appear to account for differences in morale.

Personality and adjustment in relation to work satisfaction have been studied. Some findings indicate that the satisfied worker may be a better adjusted person, or one who has the capacity to overcome the effects of an inferior environment. A worker dissatisfied with the job is often rigid, inflexible, unrealistic in choice of goals, unable to overcome environmental obstacles.

Job factors affect morale. Aspects of the work important to the worker are (1) well-defined work duties, (2) opportunities for knowledge and skills, (3) personal contacts with outsiders and management, (4) opportunities for creativity and self-expression, (5) opportunity to participate in decisions that affect their jobs, (6) variety, (7) mobility, (8) effects on health, (9) distribution of the work, (10) recognition, both public and private, (11) self-respect, (12) public service and altruism, (13) responsibility, (14) challenge, (15) tension and pressure.

Supervision, as a factor affecting morale, includes—(1) consideration and fairness; (2) courtesy and tact; (3) appreciation, credit, recognition, and praise; (4) sincerity; (5) cooperation; (6) encouragement; (7) understanding and empathy; (8) availability for assistance and consultation; (9) loyalty to workers; (10) manner of criticism and discipline; (11) delegation of authority; (12) consistency; (13) technical competence.

Working conditions include (1) clean and orderly work place; (2) absence of smoke, noise, odors; (3) safety conditions; (4) lighting, temperature, and ventilation; (5) adequate equipment and supplies; (6) parking facilities; (7) recreational facilities; (8) geographical location; (9) community.

Wages include (1) earnings, (2) frequency of raises, (3) fairness of compensation.

Benefits include (1) provision for emergencies, such as illness or accidents; (2) vacations and holidays; (3) retirement provisions.

Advancement opportunities include (1) promotion policies, such as advancement on merit, on seniority, promotion from within the organization; (2) economic advancement; (3) ambition and aspiration in relation to advancement; (4) advancement in social position.

Security includes such job features as (1) steadiness of employment, (2) feelings of being valued by the organization, (3) opportunity to learn new skills, (4) seniority.

The organization contributes to job satisfaction through (1) attitude toward workers, (2) size, (3) respect it commands in the community, (4) training programs, (5) fairness, (6) contribution to social welfare, (7) administrative cooperation and assistance, (8) hours of work.

Social aspects of work include (1) pride in belonging to team and pride in team accomplishments, (2) competent and congenial coworkers, (3) cooperation and group effort, (4) size and function of work groups, (5) social approval, (6) interpersonal relationships, (7) prejudices, (8) inter- and intra-department relations.

Communication covers (1) information about new developments, (2) what the organization is doing, (3) personnel policies and procedures, (4) instructions, (5) evaluation of employee.

Many of these factors are beyond the supervisor's control. Some of them can be modified. A wise supervisor accepts the realities of the situation and takes action in the areas which improve job satisfactions.

Basic human needs underlie worker morale. Supervise others as you would like to be supervised. Basic needs must be met if the worker is to be happy in the job.

Salary should be comparable to that of similar jobs in the community; working conditions should be physically safe.

The need to belong and to be wanted continues through life. An understanding supervisor will see that all paraprofessionals are included in group activities—work, training, and planning. Being a part of a group that establishes goals and standards gives workers a feeling of belonging. Greater cooperation, enthusiasm and production can be expected as a result.

The need to feel important must be satisfied. Let workers know how important the total program is and what a vital contribution they are making. This can begin in the employment interview, continue through training, and be included in personal contacts, supervisory visits, and personnel evaluations.

Praise good work and good ideas as often as possible at the moment it is deserved. Praise enhances self-esteem if it is given in the presence of other people. Sometimes it can be put in writing to show family and friends. Give some recognition to each worker. The alert supervisor will watch for signs of jealousy and rivalry among employees.

As other needs are satisfied (appendix 4, *Maslow's Hierarchy of Human Needs*), the desire for self-actualization becomes increasingly important. More responsibility will provide satisfaction for some workers; for others it may cause frustration or fear of failure.

Employees today are not motivated only by the necessities of life. Forces that motivate are complex, including group participation, shared decisionmaking, and personal growth. The supervisor will try to satisfy those psychological needs.

Rules are Necessary

Paraprofessionals, like any other workers, are likely to shudder at such words as "control" and "discipline." Supervisors may dislike the words even more. Yet, the professional responsible for the program will sometimes need to take corrective action.

The positive approach to supervision entails employing the right people, involving them in setting standards, and providing adequate training. Frequent personal contacts, careful reading of reports, and periodic observation of the paraprofessionals at work give you information about the quality and amount of work being done. Having clientele evaluate the teaching of the paraprofessional gives additional information.

When you must criticize work, remember to do it in private. Relate criticism to standards and goals previously set, to methods taught in training sessions, or to organizational policies that have been explained to the worker.

Grievances may arise between workers. Even though you may feel the issue is trivial, handle it at once lest it "snowball" into a big problem. Ask the people concerned to meet to talk it over. Get all the facts. If more than one person is involved, give each an opportunity to explain the situation. Sometimes talking it over will clear the air.

Personality problems can be disruptive. An employee may be moody, tactless, opinionated, have a persecution complex or some other "fault" that is annoying to others. If the problem lies in a personality clash, transferring the worker to another unit may solve the problem. Sometimes a worker can be counseled to seek other, more suitable employment, or train for work where the personality problems will not affect productivity.

Autocratic Versus Human Relations Approach

The worker's inability to get along with people and personal problems are more often cause for dismissal than is inability to do the work.

Control through orders issued from the top, carried out to the letter by those at lower levels, is autocratic. It is unacceptable to many workers and ineffective in most work situations.

Psychological influence is quite different. The supervisor is employee-oriented, stresses train-

ing and counseling, and de-emphasizes discipline and enforcement. A human relations approach is used. This does not mean that the supervisor gives up control or discipline. It does mean seeking to reconcile conflicts.

The supervisor should understand the undesirable effects of punishment:

1. Workers probably are frustrated if they feel the punishment was unfair.
2. Punishment and the thought of punishment creates a hostile attitude. If one is punished for doing a poor job, unfavorable attitudes toward the work may develop. (Rewards for good work create the opposite effect.)
3. Threat of punishment creates fear and reduces acceptance of suggestions. This is destructive rather than constructive. Training in "do this" should replace "don't do that."

Unsatisfactory work or misconduct should be detected early, and the wise supervisor will not ignore it. Misconduct includes tardiness, divulging confidential information, falsifying reports, absenteeism, theft, and other acts that disrupt the program.

The sooner you deal with the problem openly and honestly, the better. This need not be an unpleasant confrontation.

Counseling Interviews

A *counseling interview* to get at the cause of the problem is probably the best way to start. The employee must be told kindly but honestly what the interview is about. If you have acquired some skill in non-directive counseling, the meeting may result in better understanding for both the worker and you. Follow-up is important. Notice improvement or lack of it, and discuss it with the worker. Then if work continues unacceptable, you may want to bring your supervisor in on the case to determine the next step. Keep a record with dates and brief notes of each discussion. In the few cases where an employee must be discharged, you should have some evidence of the period of time the work had been unsatisfactory and the steps you have taken to correct the situation.

Promptly give any assistance you promised during the interview. If you see no improvement in a reasonable length of time, you will need to call the employee in for another interview. After a second chance, the third interview will probably be with you and your supervisor, or the personnel director.

In most cases the supervisor does not have authority to dismiss an employee. Don't threaten dismissal unless you are sure you have this authority.

Long before a misconduct problem reaches the stage where dismissal should be considered, you will want to acquaint your supervisor with the case.

Performance Appraisals

The worker's knowledge of the subject matter should be measured frequently during both initial and on-the-job training.

This evaluation is a continuing process of comparing "what is" with "what should be." It determines what progress is being made and where improvement is needed. Acquaint employees with your evaluation system and the standards by which their knowledge and performance will be judged.

Here are a few suggestions for helping people improve job performance:

1. Don't try to change a personality. Concentrate on changing performance.
2. Improve your own skills, such as your ability to observe, listen, appraise and counsel.
3. Determine how well you and your paraprofessional agree on role expectations.
4. Listen to the paraprofessional's views on the performance evaluation. Do you both agree on the rating?
5. Decide where performance needs changing and get worker's understanding and acceptance of this need.
6. Explore the causes of poor performance. Ask *what* is to blame, not *who* is to blame.
7. Can you change the situation as well as the paraprofessional's performance?

Appendix 5 is a sample form for evaluating the aide's performance. You should talk this over together as you fill it out.

Rewarding Paraprofessionals

Recognition of workers' satisfactory perform-

ance may be given in the form of group or individual awards. Group awards are frequently presented at district or state meetings. Sometimes the recognition is presented at a special banquet during an annual meeting on campus. Frequently paraprofessionals preside at the recognition session, where administrative program and other support staff members from the university are present.

The group award may take the form of a certificate based on outstanding service or length of service. Rewards may include an increase in salary or fringe benefits such as study leave.

Individual rewards are difficult to award among employees who have the same job description. A spectacular instance of innovative behavior can be singled out for recognition.

Some types of individual recognition are—

- Feature an outstanding paraprofessional in a news article or radio program
- Have the selected paraprofessional represent the program on television, radio and at public event
- Nominate paraprofessionals for state association awards
- Have selected paraprofessionals participate in a state training program because they have acquired some specific skill in achieving the program objective.

EVALUATING THE PROGRAM

Why Evaluate?

Evaluation helps you make important decisions in your program. It helps you decide if the program is—

- Needed
- Moving in the right direction
- Achieving its objective.

Other reasons for evaluating are to—

- Gather information for making management decisions
- Identify strengths and weaknesses in the program
- Gain support for continuing or expanding the program
- Compare effects of different types of programs
- Development processes and methods
- Determine costs of the program in terms of human effort and money
- Justify past or projected allocation of resources.

What is Evaluation?

To evaluate your program you need a *criterion* and evidence to make a judgement. A criterion is a standard that you measure against. Evidence is an outward sign that shows whether the quality we are looking for is there. Judgment is your conclusion as to whether the evidence shows that your program has met the criteria set for it. To arrive at a judgment, the evaluator must have a clear picture of what "should be." When the evidence indicates that some aspect of the program differs from established criteria, adjust the program to fit the criteria.

Steps in Evaluating

1. *What Do You Want To Find Out?*
   —Define your objectives.
   —Define the criteria against which the evidence will be judged.
   —Decide what information (evidence) is required.
   —Define the audience for your evaluation report.
2. *Plan to Collect Evidence.*
   —Identify sources of information.
   —Decide on methods; develop instruments and materials for collecting information.
   —Specify the sampling procedure.
   —Decide on a time schedule for collecting information.
   —Who will collect the information?
3. *Assemble Information for Comparison.*
4. *Analyze and Interpret Findings.*
   —Compare the evidence with the criteria and develop conclusions and recommendations.
5. *Using What You Found.*
   —What needed changes in your program or methods are indicated from the evaluation?
   —Who will carry out those changes?
   —When?
   —How?
   —Budget?

Evaluation Tools and Techniques

Much behavior can be observed through the senses—by hearing a person talk or watching overt behavior. Observation is good, but it is often not enough.

Techniques have been designed to measure changes in behavior. These can help you gather evidence on what a person knows, feels, or does.

Designing Evaluation Tools

In designing evaluation tools and techniques, remember the objective of your program and the evidence you need as a base for making judgments. Here are some evaluation tools.

Knowledge tests.—Testing will tell whether the learner acquired knowledge as intended. It is important to know whether a paraprofessional has information to impart to the clientele.

Understanding tests.—To test comprehension, we can present paraprofessionals with a new situation and see whether they can apply the basic principles.

Performance ratings.—These test the degree to which the skills have been acquired. Usually scorecards and rating scales are used to measure skills, performance, and abilities. They are used extensively in Extension at fairs, for judging products and in setting standards of quality. The skill to be rated is carefully analyzed; each aspect is considered separately.

Attitude scales.—These can show how people feel toward things, whether they are for or against certain issues or problems. The attitudes and beliefs of paraprofessionals and clientele are important. These can be identified when people are in a situation where they feel free to express what they feel or think.

Value scales.—These can determine what people think is important. A value scale can be used to find out what people think before teaching begins, and afterwards to determine whether change has occurred.

Interest checks.—These indicate what people are interested in. An Extension program may succeed or fail in proportion to audience's interest in the subject.

Adoption of practices.—The adoption of a recommended practice is evidence that the person has changed behavior and acquired new attitudes, knowledge, skill and understanding. Have families adopted the methods that paraprofessionals have taught them?

You can help paraprofessionals periodically evaluate progress. First, define their goals in measurable terms; and second, establish a "benchmark" when client enters the program. A "benchmark" documents where the learner is relative to program goals.

The distance between where the learner is and the goals to be reached will determine the nature and extent of teaching needed. Monitoring and documenting the learning sequence will indicate whether the participant has improved and whether progress has been at a reasonable rate. If not, what should be done?

Progression Through Program

If uniform standards of desirable participant behavior are agreed upon, a checklist can help determine progress. If the same checklist is used at intervals (every 6 months, for example) it is possible to see—and even chart—progress or the lack of progress. Such a graphic display helps you and your paraprofessionals make decisions about the participant and the program. (See "Food Behavior Checklist," appendix 6.)

Graduation from the Program

Measurable objectives should be established to set the desirable level of achievement for the participant. When this level is reached, the family should "graduate." The transition is easier if the homemaker can move on into other Extension educational programs.

APPENDIX 1

Principles of Social Action

If you hope to initiate a program for a low-income audience, you need support from others in the community. Try the following steps:

Step 1. *Relate the program to the community* (or local area) and to the *existing situation.* Refer to information collected from your analysis.

Cite data that point up problems and opportunities.

____

Step 2. *Relate the program to some past experiences.*

Who tried what, with whom, before? ______________________________

____

Results? ______________________________

What can be learned from this? ______________________________

____

Step 3. *Identify the problem*, situation, or opportunity.

____

____

Step 4. *Consider outside forces* that may influence people to take action. (For example, national concern about low-income families or school dropouts.)

____

Step 5. *Identify local leaders* concerned with low-income people—usually a few people—to initiate the project.

____

____

Step 6. *Get community support.* Clearly explain the problem and propose your plan to those whose help you need. Try to reach—

- Representatives from the target audience:

- Leaders and organizations who already support your plan:

- Individuals and groups who will add prestige:

- People who can provide skills and resources:

- Communications media people:

- People who oppose your plan, but whose help you need:

- Those who might favorably influence the opposition:

Step 7. *Involve many people in planning.* Invite key individuals identified in Step 6 to help plan the proposed program.

Step 8. *Organize for action.* Ask these individuals to help make organizational decisions. Get their commitment during a meeting, in a committee, when others are present.

- Write out specific program goals. ______________________________

____

Set priorities. As time goes by, action plans may change but reference to long-range goals will help maintain program direction.

Step 9. *Evaluate results.* There should be clear decisions about—

What constitutes success. ______________________________

Who terminates project in case of shift of funds.

____

Setting priorities for lesson goals. ______________________________

____

Note: Sometimes it is necessary to repeat the social action process a second or third time. Or, frequently, one step may need repeating.

Step 10. *Assign responsibilities.*

Who does overall planning and evaluation? ______________________________

Who is responsible for reporting program accomplishments; how, when, to whom, what, and amount? ______________________________

____

Who coordinates the program? ______________________________

Who provides what resources? ______________________________

How will supplies be financed? ______________________________

Who recruits personnel? ______________________________

Who handles personnel details and money? ______________________________

Who trains personnel? ______________________________

What is your role? ______________________________

What is the paraprofessional's role? ______________________________

Where will program start? ______________________________

When? ______________________________

How long will program be continued? ______________________________

Where should it be 1 year from now? ______________________________

APPENDIX 2

Sample Application for Employment

NAME: ____

First Name Last Name

ADDRESS: ____

Number Street

____

City State Zip Code

TELEPHONE NUMBER: ______________________

SCHOOL YOU LAST ATTENDED: ______________________

School

____

City State Zip Code

HIGHEST GRADE COMPLETED ______________________

Have you received any other special training (such as: beauty culture, typing, keypunching, nurse's aide, teacher)?

_______ YES _______ NO

If yes, please describe the training. ______________________

____

____

____

____

____

List three former employers who may be contacted as references:
(List the most recent first.)

1. FIRM OR EMPLOYER: ______________________

DATE OF EMPLOYMENT: From ____________ To ____________

PERSON TO CONTACT: ______________________

ADDRESS: ______________________
Number Street

____
City State Zip Code

YOUR RESPONSIBILITIES: ______________________

____

Why did you leave this job? ______________________

____

2. FIRM OR EMPLOYER: ______________________

DATE OF EMPLOYMENT: From ____________ To ____________

PERSON TO CONTACT: ______________________

ADDRESS: ______________________
Number Street

____
City State Zip Code

YOUR RESPONSIBILITIES: ______________________

____

Why did you leave this job? ______________________

____

3. FIRM OR EMPLOYER: ______________________________

DATE OF EMPLOYMENT: From ______________ To ______________

PERSON TO CONTACT: ______________________________

ADDRESS: ______________________________

Street Number

____

City State Zip Code

YOUR RESPONSIBILITIES: ______________________________

____

Why did you leave this job? ______________________________

(*Use language questions only if it is part of job requirement.*)

Do you *speak* any language other than English? _____ YES _____ NO

If yes, what language? ______________________________

Do you *write* any language other than English? _____ YES _____ NO

If yes, what language? ______________________________

Do you have the use of an automobile for work? _____ YES _____ NO

If yes, please note that __________ University requires employees who use their cars for work to have a valid driver's license and automobile insurance with limits of liability of at least ______ per person injured, __________ for all injuries in one accident, and __________ for property damage.

Proof of minimum coverage, as above, must be submitted before you can use your car on the job.

The goal of the program you are applying for is to teach people information that will help them to improve their eating habits, so that they will have better heatlh. Why would you like to do this kind of work?

____

____

____

I hereby certify that I have completed this application to the best of my knowledge.

Signature Date

DO NOT WRITE BELOW THIS LINE

TO BE COMPLETED BY HOME ECONOMIST

IF APPLICANT IS HIRED:

DATE OF EMPLOYMENT:

DATE DUPLICATE FORWARDED TO EFNEP PROGRAM LEADER:

NUMBER OF HOURS WORKING:

SPECIFIC ROLE IN THE PROGRAM (e.g., secretary, aide) :

APPENDIX 3

How I See Myself As a Teacher
(Self-evaluation for aides)

Below are some skills that are important in helping homemakers. The blocks under each skill are numbered from left to right. Check the amount of training you think you'll need in each skill. For instance, if you think you need little or no training, you might circle blocks 0 or 1; for an average amount, 2 or 3; and if you need much help, circle blocks 4 or 5.

1. Ability to teach individuals.

Need little or no help	0	1	2	3	4	5	Need much help

2. Ability to teach small groups.

Need little or no help	0	1	2	3	4	5	Need much help

3. Ability to recognize where people are and to begin the lesson at that point.

Need little or no help	0	1	2	3	4	5	Need much help

4. Ability to "get along" with homemakers regardless of their situation.

Need little or no help	0	1	2	3	4	5	Need much help

5. Ability to take suggestions.

Need little or no help	0	1	2	3	4	5	Need much help

6. Ability to maintain my enthusiasm and interest when progress is slow.

Need little or no help	0	1	2	3	4	5	Need much help

7. Ability to develop new and interesting ways to present subject matter.

Need little or no help	0	1	2	3	4	5	Need much help

8. Ability to adapt subject matter to the individual being taught.

Need little or no help	0	1	2	3	4	5	Need much help

From time to time during your employment you may be asked to teach a homemaker some of the following subject matter areas. Will you please circle the number which will show your supervisor how much help you will need before you teach each of the following to homemakers.

1. Recognizing the importance of good food to the health and happiness of the family.

Need little or no help	0	1	2	3	4	5	Need much help

2. Understanding the basic food needs of children.

Need little or no help	0	1	2	3	4	5	Need much help

3. Understanding the basic food needs of teenagers.

Need little or no help	0	1	2	3	4	5	Need much help

4. Understanding the basic food needs of adults.

Need little or no help	0	1	2	3	4	5	Need much help

5. Understanding the basic food needs of older people.

Need little or no help	0	1	2	3	4	5	Need much help

6. Checking family meals to know if they meet family needs.

Need little or no help	0	1	2	3	4	5	Need much help

7. Judging family meals for variety, color, texture and flavor.

Need little or no help	0	1	2	3	4	5	Need much help

8. Planning family meals to include basic four food groups.

Need little or no help	0	1	2	3	4	5	Need much help

9. Observing family food habits.

Need little or no help	0	1	2	3	4	5	Need much help

10. Understanding family food habits.

Need little or no help	0	1	2	3	4	5	Need much help

11. Improving family food habits.

Need little or no help	0	1	2	3	4	5	Need much help

12. Understanding importance of safe (and sanitary) storage and handling of food.

Need little or no help	0	1	2	3	4	5	Need much help

13. Reading and understanding a recipe.

Need little or no help	0	1	2	3	4	5	Need much help

14. Understanding when and how to make substitutions in a recipe using available food or supplies.

Need little or no help	0	1	2	3	4	5	Need much help

15. Fixing an attractive table at family mealtime.

Need little or no help	0	1	2	3	4	5	Need much help

16. Using dry milk in family meals.

Need little or no help	0	1	2	3	4	5	Need much help

17. Preparing cheaper cuts of meat for variety and flavor.

Need little or no help	0	1	2	3	4	5	Need much help

18. Selecting and preparing foods which may be used for meat alternate.

Need little or no help	0	1	2	3	4	5	Need much help

19. Preparing fish in a variety of ways.

Need little or no help	0	1	2	3	4	5	Need much help

20. Preparing poultry in a variety of ways.

Need little or no help	0	1	2	3	4	5	Need much help

21. Using leftovers wisely.

Need little or no help	0	1	2	3	4	5	Need much help

22. Storing, preparing and cooking vegetables.

Need little or no help	0	1	2	3	4	5	Need much help

23. Baking good quick breads.

Need little or no help	0	1	2	3	4	5	Need much help

24. Baking yeast breads.

Need little or no help	0	1	2	3	4	5	Need much help

25. Baking cakes and cookies.

Need little or no help	0	1	2	3	4	5	Need much help

26. Preparing puddings, custards and/or fruit desserts.

Need little or no help	0	1	2	3	4	5	Need much help

27. Preparing pies and pastries

Need little or no help	0	1	2	3	4	5	Need much help

28. Preparing simple, low-cost salads.

Need little or no help	0	1	2	3	4	5	Need much help

29. Packing a good, inexpensive lunch.

Need little or no help	0	1	2	3	4	5	Need much help

30. Preparing nutritious snacks.

Need little or no help	0	1	2	3	4	5	Need much help

31. Buying according to plan.

Need little or no help	0	1	2	3	4	5	Need much help

32. Buying foods for food value.

Need little or no help	0	1	2	3	4	5	Need much help

33. Reading and understanding labels.

Need little or no help	0	1	2	3	4	5	Need much help

34. Comparing costs of foods in different forms.

Need little or no help	0	1	2	3	4	5	Need much help

35. Inspection and grades as guides to quality in food products.

Need little or no help	0	1	2	3	4	5	Need much help

36. Ways to save money by using fresh produce.

Need little or no help	0	1	2	3	4	5	Need much help

37. How to figure the cost per serving of food.

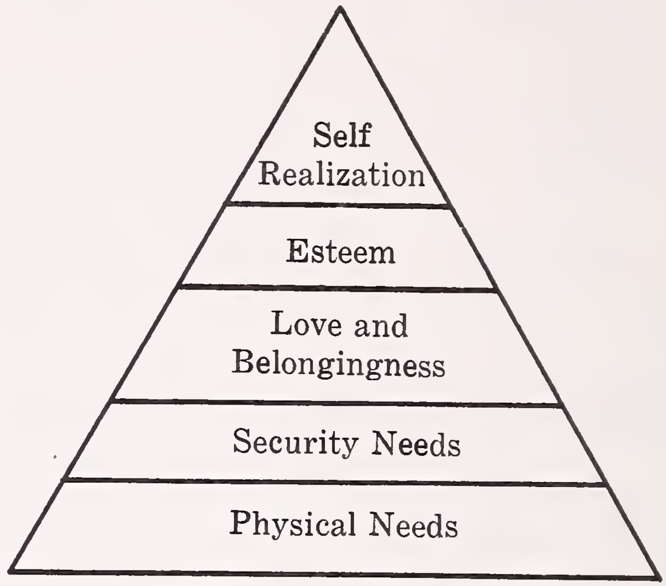
Need little or no help	0	1	2	3	4	5	Need much help

38. Understanding food store advertisements.

Need little or no help	0	1	2	3	4	5	Need much help

APPENDIX 4

The Hierarchy of Human Needs
(Suggestions for Teaching)



The aim of this exercise is to help program aides understand their part in helping homemakers reach the different levels of satisfaction as they arrive at each stage of development. The trainer agent will need to:

1. Explain and interpret in simple words *The Hierarchy of Human Needs.* (Use visuals.)

2. Hold discussion with program aides to make sure they understood how this hierarchy applies to everyone, and especially to the homemakers they work with.

3. Assign each program aide to:
   - Think of a homemaker who cooperates.
   - Point out which needs the homemaker has had satisfied.
   - Decide on the homemaker's present needs and how these can be fulfilled. Use "Homemakers' Needs" chart.

4. Discuss the above assignment in individual conferences with aides.

The diagram pictures an analysis of human needs. Each need depends on fulfillment of that below it. These needs apply to all of us and can help us understand how other people respond. You can use the diagram to explain hierarchy of needs to the program aides. Also see "Homemaker's Needs" chart.

1. *First needs are physical.* People who are ill or hungry cannot move, do, act, or learn until this need is taken care of.
2. *Security needs* demand attention next. Knowing one is safe wihin a pattern of life is important. A homemaker should know what may happen to her or her family if she participates in the program. Will this action cut off her welfare check, threaten her husband's work, etc.? She needs to know what to expect and to feel safe.
3. *A desire to be liked* then becomes a third need. At this point the homemaker will do many things if someone cares. Being praised and feeling accepted are important. For this reason she may respond for or because of the program aide. A small failure could make her feel rejected as a person. She will need much support, assurance, and personal warmth.
4. *Esteem needs* arise after other needs are satisfied. Not only does the homemaker want to be liked; she will then wish to be regarded highly by others.
5. *The need to develop potentialities.* A person is free to make the most of herself only when she feels that the preceding needs are met. She can then attend to developing her own potentialities.

---

1. A. H. Maslow, *Motivation and Personality,* Harper and Row, New York, N.Y., 1954.

HOMEMAKER'S NEEDS
(For Program Aide's Use)

(Homemaker you have in mind ________________)

1. Assess her progress *
2. What can you do to help the homemaker fulfill her present needs:

____

____

____

I

— Has basic food and clothing and place to live. No physical suffering.

Physical Needs

II

— Knows what to expect from program—that she can fit in and will benefit from it.

Security

III

— Knows someone cares about her and will praise her if she does well.

Love and Belongingness

IV

— Wants to be useful and be known as someone of worth.

Esteem

V

— Wants to do things for her own satisfaction.

For Herself

* The homemaker will progress step-by-step (I, II, etc.) in terms of how her needs are met.

APPENDIX 5—EVALUATING AIDE'S PERFORMANCE
(For Supervisor's Use)

Name ____________________

Section 1 — Rating the Paraprofessional

Rating categories and their definitions are as follows:

1 = Poor—falls below minimum requirements
2 = Meets all minimum requirements satisfactorily
3 = Above average—substantially exceeds all requirements.

Fill in the numerical rating in blanks below:

A. Quality of aide's planning before going into the field:

___ 1. Teaching plans
___ 2. Planning
___ 3. Scheduling
___ 4. Punctuality (Reports to work on time, keeps appointments with families, etc.)

B. Are reports on time?

___ 1. Aide's list of families
___ 2. List of youth participants
___ 3. Monthly planning guide
___ 4. Group meeting report
___ 5. Family records
___ 6. Time sheets (Emphasize keeping on a daily basis)
___ 7. Expenses with appropriate receipts
___ 8. Special reports when requested

COMMENTS: ____________________

____

____

C. Are aide's records complete and accurate?

___ 1. Aide's list of families
___ 2. List of youth participants
___ 3. Monthly planning guide
___ 4. Group meeting report
___ 5. Family records
___ 6. Time sheets (Emphasize keeping on a daily basis)
___ 7. Expenses with appropriate receipts
___ 8. Special reports when requested.

D. In training sessions, is aide:

___ 1. Attentive
___ 2. Punctual
___ 3. Involved
___ 4. In attendance

SECTION 1	
A	
B	
C	
D	
Subtotal . . .	

Possible Score = 72

Section 2—Aide's Interaction with Families

Rating categories and their definitions are as follows:
1 = Seldom—falls below minimum requirements
2 = Usually—meets all minimum requirements satisfactorily
3 = Frequently—substantially exceeds all requirements.

A. Subject Matter Competence

____ 1. Indicates knowledge of concepts of food and nutrition presented in training.
____ 2. Gives accurate nutrition information to the families.
____ 3. Recognizes own limitations in nutrition subject matter knowledge.
____ 4. Seeks and accepts assistance from the home economist before using new materials and approaches.

B. Teaching Ability

____ 1. Involves the homemaker in determining her own educational interests and needs and starts teaching from this point.
____ 2. Uses bulletins, leaflets, recipes and other teaching aids as supportive material rather than just handing them to the program families.
____ 3. Encourages the families to do and repeat an activity.
____ 4. Displays creativity (innovative ideas and approaches).

COMMENTS: ____________________

____

C. Rapport with Clientele

____ 1. Respects the values each family holds.
____ 2. Praises homemaker for progress, no matter how small.
____ 3. Accepts families as they are and works effectively within their unique situations.

D. Work Load

____ 1. Has an acceptable number of program families (at least meets the national average per full-time equivalent).
____ 2. Moves nonprogram families into the program after a few visits.
____ 3. Graduates families who are ready to move on to other resources.
____ 4. Drops families:
who have needs beyond her abilities to help or
who make no effort to use information taught.
____ 5. Provides opportunities to move homemakers from home visits into small group meetings.

Possible Score = 48

SECTION 2	
A	
B	
C	
D	
Subtotal . . .	

(Use same rating system as Section 2)

Section 3—Aide's Interaction with the Extension Home Economist and Other Team Members

A. Extension home economist

___ 1. Cooperates.
___ 2. Feels free to discuss job problems with Extension home economist.
___ 3. Understands and respects the role of the home economist.

B. Team members

___ 1. Cooperates with others.
___ 2. Shares ideas.
___ 3. Understands own and other team members' roles.

C. Loyalty
___ 1. To Cooperative Extension Service.
___ 2. To the purpose of the program.
___ 3. To program clientele.

COMMENTS: ______________________________

____

____

KEY	
Above average	143-165
Average	123-142
Poor	122 or less

Section 4—Aide's Interaction with Community Resources

A. Knowledge of other agencies
___ 1. Knows community resources.
___ 2. Makes proper referrals and followup.
___ 3. Alerts the office when new resources are available.

B. Relationship with other agencies
___ 1. Represents the program well.
___ 2. Understands and respects role of EFNEP in relation to other programs in community.

COMMENTS: ______________________________

____

Section 3	
A	
B	
C	
Sub-total . . .	

Possible Score Section 3 = 30

Section 4	
A	
B	
Sub-total . . .	

Possible Score Section 4 = 15

	SUB-TOTALS
Sec. 1	
Sec. 2	
Sec. 3	
Sec. 4	
Aide's Total	
Possible Score	165

APPENDIX 6

UNITED STATES DEPARTMENT OF AGRICULTURE
EXTENSION SERVICE

ES-72 (9/76)

FOOD BEHAVIOR CHECK LIST

HOMEMAKER NAME	NUMBER	AIDE	DATE

FOR EACH QUESTION PUT A CHECK(✓) IN THE BLOCK INDICATING THE HOMEMAKER'S BEHAVIOR: NA = NOT APPLICABLE, DK = DON'T KNOW, YES = HOMEMAKER DOES THIS, NO = HOMEMAKER DOESN'T DO THIS

COUNT THE NUMBER OF CHECKS (✓) UNDER EACH SCORE CATEGORY (NA, DK, YES, NO) AND ENTER THESE TOTALS IN THE BLOCK AT THE BOTTOM LEFT CORNER OF THE CHECK LIST. ADD THE " YES " AND " NO " SCORES.

REFER TO THE *SCORING TABLE FOR FOOD BEHAVIOR CHECK LIST* AND ENTER THE HOMEMAKER'S *FOOD BEHAVIOR SCORE*. ENTER THE *FOOD BEHAVIOR SCORE* ON THE *FOOD AND NUTRITION PROGRESSION RECORD* AT THE APPROPRIATE MONTHS IN PROGRAM TIME.

FOOD PURCHASE	NA	DK	YES	NO
Plans grocery needs before shopping.				
Compares foods on price, quality, and amount.				
Selects quality or form of food for intended use.				
Considers economy of advertised specials.				
Avoids "impulse" buying.				
Buys food staples in quantity when economical and practical.				
Buys meat considering the amount of lean, fat, and bone.				
Buys perishable foods in usable amounts.				
Selects enriched or whole grain breads.				
Selects enriched or whole grain flour.				
Compares food brands for "best buys."				
Buys "convenience foods" when a "good buy."				
Uses Food Stamps when eligible.				
FOOD THROUGH NON-PURCHASE	**NA**	**DK**	**YES**	**NO**
Plants a vegetable garden, if possible.				
Plants a variety of vegetables.				
Sees that the garden is worked.				
Uses the garden products.				
Gathers available free or low cost foods (fruits, nuts, vegetables, etc.).				
Uses fish or game when available.				
FOOD STORAGE	**NA**	**DK**	**YES**	**NO**
Stores fresh milk and other dairy products, meat, eggs, and perishable vegetables in the refrigerator.				
Stores opened non-fresh milk (mixed dry milk or canned milk) in the refrigerator.				
Keeps root vegetables (potatoes, onions, beets, etc.) cool and dry.				
Stores frozen foods in the freezer.				
Keeps flour, dried beans and peas, etc., tightly covered.				
Covers and stores perishable leftovers in the refrigerator immediately.				
Covers non-perishable leftovers immediately.				
SANITATION	**NA**	**DK**	**YES**	**NO**
Keeps kitchen clean.				
Washes hands with soap and clean hot water before handling food.				
Uses clean hot water and soap to wash eating and cooking utensils.				
Scrubs cutting board or surface with soap and clean hot water after cutting fresh meats and poultry.				
Puts eating and cooking utensils away when not in use.				
Washes fresh fruits and vegetables before serving or cooking.				
Recognizes spoiled food.				
Disposes of spoiled food properly.				
Disposes of empty cans and food cartons and other garbage promptly.				

FOOD AND MEAL PLANNING	NA	DK	YES	NO
Uses the Daily Food Guide				
Plans food use around main dishes (for variety, contrast, etc.)				
Plans prompt use of perishable foods.				
Sometimes uses eggs, cheese, dried beans, etc., as protein foods.				
Uses milk in food preparation to increase milk intake.				
Serves other dairy products to non-milk drinkers.				
Uses dry milk for at least part of the milk requirement.				
Uses dark green vegetables.				
Uses deep yellow vegetables.				
Takes family food likes and dislikes into account.				
Tries out new foods.				
Provides breakfast for the family.				
Provides nutritious snacks.				
Plans use of leftovers.				
FOOD PREPARATION	**NA**	**DK**	**YES**	**NO**
Cooks vegetables to retain nutrient values.				
Cooks tender meat by baking, broiling, or pan frying.				
Cooks less tender meat with water or other liquid over low heat.				
Cooks eggs at low temperature.				
Prepares foods in a variety of ways.				
Avoids overcooking of food and fuel waste.				
Plans time for food preparation.				
Considers different cooking times needed for different foods.				
Measures ingredients when quantities are important.				
Makes good use of kitchen work space.				
SERVING AND DISTRIBUTING FOOD	**NA**	**DK**	**YES**	**NO**
Serves meals according to family activities.				
Serves a variety of foods at one time.				
Considers attractiveness and appeal of food in serving.				
Serves hot foods hot, cold foods cold.				
Attends to special food needs of family members.				
Considers age, sex, health condition, and activities of family members in distributing food.				
Considers own food needs in distributing food.				
FOOD PRESERVATION	**NA**	**DK**	**YES**	**NO**
Cans or freezes garden products or economically available foods.				
Washes containers for use in food preservation.				
Wraps meat properly for freezing.				
Blanches vegetables before freezing.				

TOTAL NA: ________ DK: ________ YES: ________ NO: ________

ADD "YES" AND "NO": ________ FOOD BEHAVIOR SCORE ________

The Extension Service of the U.S. Department of Agriculture offers its programs to all eligible persons regardless of race, color, or national origin, and is an equal opportunity employer.

Cooperative Extension Work: United States Department of Agriculture and State Land-Grant Universities Cooperating.

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